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EDITORIALS

Appreciation of Education

A Turk in Constantinople informs American moving picture men that for a consideration he will die before the camera, be buried alive, hanged by the neck or take poison as the "producer" may choose, the money paid to be used to educate his six children. Apparently this is a true story.

If this be a true story, the pagan Turk's willingness to sacrifice himself for the education of his children should put to shame those persons in Christian America who form tax dodgers' associations or otherwise engage in schemes to prevent a million children from getting an education because giving them this opportunity would interfere with precious dividends.

State Superintendents at Washington

Dr. Josephine Corliss Preston, president of the Council of State Superintendents and Commissioners of Education, has arranged an exceptionally attractive and important program for the annual meeting in Washington on Thursday, Friday and Saturday, February 18-20.

Practically all of the State Superintendents and Commissioners of Education will be present and have a part in the program. There are to be eight sessions in advance of the program of the Department of Superintendence, all sessions at the New Willard Hotel.

The special addresses are by Dr. John J. Tigert, U. S. Commissioner of Education; J. W. Abercrombie, state superintendent, Alabama; Mrs. Cora Wilson Stewart, president Illiteracy Commission; Mrs. Mary C. C. Bradford, past president of the National Education Association; Dr. A. O. Thomas, State Commissioner of Education, Augusta, Maine, and president, World Federation of Educational Associations; Dr. Payson Smith, State Commissioner of Education, Boston; Dr. H. V. Holloway, state superintendent, Delaware; H. B. Peairs, chief supervisor of Indian Education; Dr. Caroline Hedger, E. T. Franks, Federal Board for Vocational Education, and Albert E. Winship.

On Thursday evening there will be a banquet of the Council members and their friends.

Dr. Edward W. Stitt, assistant superintendent, New York City, said in a New York pulpit on Thanksgiving Day as one of ten things to be especially thankful for: "Let us be thankful that teaching is no longer a trade but a real profession."

Re-election of C. C. Hughes

Charles C. Hughes of Sacramento, one of the senior city superintendents of the Pacific Coast, has been re-elected for a term of four years at a salary of $7,200. Mr. Hughes has been ardently progressive, has never catered to the traditionalists in any wise, has kept his schools in the lead nationally from the first. No one in the United States has been ahead of him in modernizing school buildings, course of study, reorganizing administrative plans, inspiration of teachers, and no one has impressed a professional personality more uniformly and universally than has he.

Whitney of Schenectady

After seventeen years in school service in Schenectady, New York, the last seven as superintendent of city schools, E. R. Whitney resigns in order to conserve his health. His resignation will take effect at the end of this school year. Mr. Whitney has been a conspicuous success from every professional angle. He took the superintendency at a crucial hour in the educational life of the city and from the first day peace and prosperity reigned. The Schenectady Union-Star in a lengthy editorial leader lists fifty highly important achievements during his administration and speaks of the imprint he leaves on the city, saying: "Tolerant, just, diligent, far-sighted, and intensely human, Superintendent Whitney, in a day of standardization and mechanical methods has sought ever to develop personality. School, to him, was not a factory where a child went through certain processes and 'made' certain marks and grades; it has meant a place of opportunity where individuals might develop the qualities with which the Creator had endowed them."

From an intimate acquaintance with Mr. Whitney in the seventeen years we can say most sincerely that the Schenectady Union-Star has not over-stated the service of Mr. Whitney in the slightest degree.

Dr. Burke's Vision

Dr. Jeremiah E. Burke, superintendent of Boston, has a broad vision in his latest annual report:—

"It is the right of children and youths to grow and develop, to acquire correct habits, physical, emotional, intellectual and spiritual.

"These habits must be formed gradually and systematically under very skilful guidance. A long probationary period of training is essential. To insure anything approaching correct habit development the child should remain under expert instruction until he is at least fourteen or fifteen years of age.

"Many parents think that they fulfill their duty if they feed and clothe their children and send them to school. They forget that by giving them children God has placed the obligation upon them of rearing, training, and educating them. It is in the home under parental care, even more than in the school or even in the church, that the child receives his first and most lasting impressions, and acquires the principles and habits that endure through life.

"Let us so adjust our programs and so modernize our curriculum that the children will find themselves liberated rather than imprisoned.

"The recognition of individual differences and its application to the educational scheme is the greatest boon which has come to children since the dawning of education.

"With all their recognized virtues, the American people are very mercurial. We are lacking in emotional stability. We change our personal and political views with amazing rapidity.

"In times of stress and storm the intellect deserts us and the emotions assume control. The adroit politician well understands this phenomenon. In the closing hours of a political campaign he appeals not to the intellect but rather to the emotions, the passions and the prejudices of the electorate. And he rarely fails to get the desired reaction.

"The emotions should not be repressed; rather they should be trained, directed, cultivated, and made to serve their lofty purposes. They should be dominated by the will, which in turn should be subservient to conscience."

Superintendent Burke has appointed a council of teachers to make an exhaustive, scientific study, and to submit a report on the educability of the emotions. It is believed that the study may embody information and suggestions as a basis for a course of study.

Vast Millions for Art

It means more than can be put in words to have nearly forty million dollars left to the Metropolitan Museum, New York City. It settles fairly well the half-expressed fear that New York's commercial greatness was liable to affect the public spirit of what is likely to be the world metropolis.

Frank A. Munsey's bequest to the museum is the most notable surprise we have known. America has become accustomed to large gifts to education usually with an implication that it was a patriotic inspiration, something to protect America religiously or civically, but here is a gift of a man with a vast fortune, accumulated by personal business devotion, with his thought to American leadership in art. Culture will never be suppressed in the New World when even the common people can enjoy the influence of the world's best art.

Orison Swett Marden

Dr. Marden was one of the inspirational men of the last quarter of a century. He had ardent disciples and wrote appealingly. No one else kept his pace, especially in maintaining the devotion of those who literally worshiped him as a leader.

Beginning life as a poor, backwoods orphan

boy, he was earning his own living at the age of seven. He struggled manfully against countless handicaps, later working his way through school and college. After leaving college he went into the hotel business, where he made a fortune—and lost it. Always, however, he had within him the writing urge. He had completed the manuscript on one book when his hotel in Nebraska was destroyed by a fire in which the last of his fortune and the manuscript of his book went up in smoke. While the ruins of his hotel were still smouldering he bought a twenty-five-cent notebook and began to rewrite his book. It was a preachment against discouragement, a trumpet-call to success, and was called "Pushing to the Front." That remarkable book has sold over 250,000 copies and is still going. It was the forerunner of some forty books which made Dr. Marden known around the world.

Margaret Connolly has rendered Dr. Marden's friends inestimable service in telling the story of his life delightfully. [Thomas Y. Crowell Company, New York.]

Bagley on Determinism in Education

["Determinism in Education." By William C. Bagley. A Series of Papers on Relative Influence of Inherited and Acquired Traits in Determining Intelligence, Achievement and Character. Baltimore: Warwick and York, Inc.]

Of the many books which Dr. Bagley has given the professional world none has been more opportune than his latest book on "Determinism in Education," a book for which we have been waiting impatiently because it was not our privilege to hear his paper—the first in this book—on "Democracy and the I. Q." before the Society of College Teachers of Education in 1922, a paper that has quickened more thinking on measurements than any other paper since "Measurement" began to make fabulous claims. This address is here given in full together with other papers along the same line, among which are "Further Fallacies of Determinism," "On the Possibility of Securing 'Moral Ratings' for the Several States," "The Army Tests and the Pro-Nodic Propaganda."

Whatever one's preconceived notions there can be no question about the importance and value of such an assembling of facts as Dr. Bagley has in this book.

There can be no question but that Dr. Bagley's heroic challenge of statements made as "convincing proof" has been of inestimable value in clarifying the situation, which was badly "complex," because so many cock-sure statements were so different when presented by different propagandists.

Dr. Bagley is unquestionably the cleverest professional debater in the educational field today, and "Determinism in Education" is a grouping of many of his most notable triumphs which of itself makes it invaluable as literature as well as unapproached as professional entertainment.

Dr. Bagley's "Determinism in Education" has high value entirely aside from its direct discussion of Measurement Determinations. The chapters on "A Test of Universal Education" and "Do Good Schools Pay?" are one of the most valuable contributions to the crusade for public appreciation of public schools that has been made.

Forty Years of Service

The Fortieth Anniversary of D. C. Heath and Company was celebrated with the publication of "Forty Years of Service."

As always, William McAndrew has the most appropriate and brilliant feature of the book.

> Forty years of fruitfulness.
>
> Forty years of following every forward movement in education by furnishing the necessary manuals to hold it steady.
>
> Forty years of encouraging school men to summarize experience and to give it to the profession.
>
> Forty years of faith in the common schools and their teachers.
>
> William McAndrew.

Daniel Collamore Heath was an exceptional personality and for forty years D. C. Heath and Company has been the embodiment of the richness and fruitfulness of that personality. He was a conscientious idealist, a combination that does not always create notable business success as in the case of D. C. Heath and Company.

For twenty-three years, the years in which the business developed idealistic personality, Mr. Heath was the heart and soul of the business, but what the business is today, a notable enlargement of that idealistic personality, is due to William E. Pulsifer, who was Mr. Heath's second partner, joining the fortunes of the company when it was four years old, and for thirty-six of the famous forty years Mr. Pulsifer has been brilliantly identified with the house, and for fifteen of the years as president he has conserved and intensified the Heath personality, methods and ideals.

Department of Superintendence, Washington, D.C., February 21-25.

Philadelphia's Latest

It is a joy to report the good things in the educational world today, and there are many of them. This time it is another bit of good news from Philadelphia and of Philadelphia. For the first time the city has elected a superintendent of schools for more than one year. For five years Dr. Edwin C. Broome has been elected for one year. When he came from East Orange five years ago several men under consideration would not think of accepting unless the election was for at least three years, but Dr. Broome said: "The length of term is unimportant. I cannot imagine myself wanting to stay where I am not wanted." Now after five annual elections he is elected for four years, and everyone is exultantly happy. Dr. Broome well says: "The schools have made gratifying success with a minimum of disturbance."

Alabama Educationally

By A. F. HARMAN
Superintendent, Montgomery County
[An Address before the State Association.]

We have come here on serious business. We have come here to consider thoughtfully, open-mindedly, broad-mindedly, forward-mindedly, a problem in statecraft, of tremendous importance to the progress and the happiness of the people of the state. We have come here believing that what Alabama is and is to be speaks and shall speak in such certain tones that misrepresentation must be impossible either from within or from without. We have come here believing that the economic and civic life of the state depends upon education. We have come here believing that education contributes to the progress and the happiness of the people of the state in proportion to its cost. We have come here believing that education pays and that as a pure business proposition it is worthy the consideration of our best leaders in professional and business life.

ALABAMA'S EDUCATIONAL STATUS.

We may be sure that as opportunity arises for permitting them, comparisons invidious to Alabama will be made, and we may be sure that if these comparisons are made, either from within or from without, we cannot overcome them by lulling ourselves into sweet forgetfulness. Irritation and resentfulness of such documents as "Taking Stock of the Schools," issued by the Research Division of the National Education Association in May of this year (1925) will get us nowhere. No amount of arguing can destroy the far-reaching and convincing effects of such a bulletin, with its vivid charts, setting forth our low per capita expenditures for education, our high percentage of native-born white illiteracy, our low per capita annual incomes, and our low per capita annual savings accounts.

We do not apologize if comparative statistics appear to our disadvantage. We need never to apologize so long as we are alert to further, according to our means, whatever contributes to the greatness and the happiness of the state. Everywhere in Alabama there still go white-haired old men, the splendid wreck of battle, daily reminding us that war thrust the cruel dagger of poverty into the bosom of the state, and that the state survives only because its great heart lay too deep to be struck. In this very company there sit those who were caught in the backwash of war, and who survive only by reason of the magnificent courage, the powerful endurance, and the dominant spirit of their race. For such as these poverty is an incident—not a thing to be ashamed of. If the finger of scorn is pointed to us on account of meagre achievements in the field of education or in any other field of endeavor coming properly within the purview of the state, we remind those who hold us in contempt that the achievements have been under the restraints of meagre resources. If comparative statistics with regard to education appear to our disadvantage, let us not forget the progress we have made. Let us not forget that shame lies only in failure to provide for progress in proportion to our ability to pay.

But comparative statistics cannot and do not always appear to our disadvantage. Education in Alabama has been singularly free from the machinations of designing politicians. If unseemly agitations have occurred, if groups of individuals with ulterior motives have thrust at education, the people, both directly and through their duly constituted authorities, have always shown themselves wise and conservative. There is a more or less general impression that the Alabama Education Association is a quasi-political organization. As a matter of fact, no shoemaker ever stuck more closely to his last. This Association has never openly nor covertly espoused the cause of any candidate for public office. This Association has never openly nor covertly championed any movement not directly related to education. In spite of the many fine examples it has had set for it to the contrary, this Association has never employed nor maintained a lobby. There are at least some of us who think it may be matter for regret that we who are professionally engaged in education have not gone, in our individual capacities, into politics as regards the single subject of education. To turn the matter around, it is to the everlasting credit of the executive and legislative authorities of the state and of the local authorities that they have so infrequently injected politics into education. In Alahama we hold high place in such vital things as this.

It is a matter of congratulation that our laws and the policies of our constituted educational authorities have tended with remarkable consistence to professionalize education, particularly in its administrative and supervisory phases. Comparative statistics do not show the wise and far-reaching progress that we have made in this regard. In the matter of the professional superintendent there can be no doubt that Alabama stands in the very front rank of states.

The educational system of Alabama lacks unity and coherence. If that were not true, it is doubtful if we should be needing such a conference as this. But when all the defects of our system have been taken into account, the fact remains that the Alabama School Code adopted in the year 1919 and revised in the year 1923,

is found worthy of study by the best educational authorities in America. Alabama is as far in advance of many states in the matter of laws regulating the administration and supervision of education as these same states are in advance of Alabama in the matter of financing education. Defective though it is, we have a school system for which we need not and do not apologize to any state nor to anybody.

We must not be misled because we have first-class educational machinery. We must remember that machinery moves and does its work only when power is applied to it. We must remember that power, when applied to machinery, may wreak destruction unless there are skilled hands to direct it. We must remember that power and skilled hands when applied to machinery are valuable only in proportion as the thing turned out by the machinery is of value to society. We must remember that power and skilled hands and the output of machinery cost money.

If the educational machinery of Alabama is first-class, naturally we must turn our inquiry to the power and the skilled hands, and the output, and the money.

Turning to statistics, it may not matter, as compared with other states, that we have a high percentage of illiteracy among native-born white persons over ten years of age. But it does matter tremendously that in the year 1920 one of every sixteen native-born white persons in Alabama was illiterate. If we could stand these native-born white illiterates in a line with outstretched hands, fingers touching fingers, and allowing each illiterate three feet of space in which to stand, we should have a column more than thirty-seven miles long. That these unfortunates are liberally distributed throughout the length and breadth of the state does not alter the fact that they are an economic and social liability to the state. Alabama has a good record in the matter of removing illiteracy, whether among its white or its colored people; but we must not fool ourselves into believing that illiteracy is not a serious educational problem.

It may not matter, as compared with an average school term of 164 days for the United States as a whole in the year 1921-1922, that Alabama in the year 1923-1925 had an average term of only 133 days, or a term of less than seven months, this term including the longer terms of cities and towns in the average. But it does matter tremendously that last year twenty-one counties in Alabama had a school term of less than six months and that several counties had less than five months. It does matter tremendously that more than 55,000 white children went to school last year less than five months. It does matter tremendously that more than 73,500 white children went to school last year not over six months. It does matter tremendously that of 300,000 white children who attended rural schools in Alabama last year only 76,000 attended school eight months or longer. It does matter tremendously that the rural child who attends a six-months school can spend but two-thirds the time at school commonly accepted as the standard minimum requirement. If a child commencing school at six years of age under this handicap of a six-months term, were to make grade for grade, day by day, which we know to be an impossible thing, he would be graduated from high school at twenty-four years of age. For the year 1923-1924 facilities of this character were afforded more than thirty per cent. of the white children of Alabama. The pity of it is that they do not remain in school under these conditions. Thousands and tens of thousands of them never reach the high school and other thousands go on from year to year in half-hearted, half-prepared fashion; and education is criticised for turning out a faulty product. It does matter tremendously that we do not seem to have realized in Alabama the importance of giving every child an equal chance in the matter of length of school term.

It does matter, comparatively speaking, that for every 1,000 adult males in the United States there are 883 children from 5 to 18 years of age, whereas for every 1,000 white adult males in Alabama there are 1,311 white children from 5 to 18 years of age. On the per capita basis clearly the adult white male of Alabama has an educational load more than fifty per cent. greater than the average adult male of the United States. Clearly this load calls for educational statesmanship of a high order and for liberality in the matter of expenditures for children.

Alabama has made commendable progress in the consolidation of rural schools and it will continue to make progress. But it matters tremendously that in the year 1923-1924, 60,000 white children went to one-teacher schools and 83,000 white children went to two-teacher schools. These 143,000 children were underprivileged in the matter of education. So long as almost one-half of all the rural children of Alabama must attend one and two-teacher schools, equality of educational opportunity is little more than a pretty phrase. More is the pity that not all the beggar schoolhouses in Alabama are one and two-room buildings. The observant person who is honest with himself will find in almost any county in Alabama school buildings that are fearfully and wonderfully made, ill-lighted, poorly ventilated, improperly heated, devoid of any thought of beauty, innocent of any flower or shrub or tree, a menace to the lives of children in case of fire, crudely equipped, if not entirely lacking, in sanitary facilities. And yet there are those who complain that the State Department of Education maintains a group of men who devote their time and attention to giving the state modern school buildings, those who forget or who will not be informed that these men save their salaries many times over every year in planning and supervising the erection of schoolhouses.

It is of tremendous importance that there shall be an ample supply of adequately trained teachers. School authorities in Alabama hear much about the necessity for teachers of first-class qualifications; but the records do not show that we have done very much about it, at least there were in the year 1923-1924 in the rural schools of Alabama more than 2,200 teachers who had not completed a high school course—almost one-fourth of all the teachers employed that year in the rural schools. In that year barely one in ten of the rural teachers were graduates of colleges and less than one in seven were graduates of normal schools. Almost 5,000 were graduates of high schools but had no additional training. We must not, we cannot close our eyes to the fact that there is always a shortage of good, properly prepared teachers. Education will come into its own in Alabama and accomplish the high purposes for which it is intended only when the people have become aroused as to fitness for teaching and only when the state has made ample provisions both for the training of teachers and for their employment when they have been properly trained.

Of necessity we have touched Alabama's educational status only in high places. Thus far we have adhered closely to rural conditions. Rural schools do not make the educational system of the state. More and more Alabama is to become an urban state. More and more we shall have need of constructive, liberal provisions for the administration of education in cities and towns. In the meantime, constitutional and statutory inhibitions and restrictions prevent the people of the cities and towns, as well as the people of the rural districts, from providing adequate educational facilities for their children, however able and however willing they may be to do so. In the meantime the inexorable laws of supply and demand are sending into more alluring fields men who should be professionally engaged in education.

In the meantime the ever widening fields of business and professional endeavor are destroying the schools as a competitive factor in determining the occupations of capable women. I do not know a school system in Alabama, rural or city, that is not in the stranglehold of financial difficulty. If the rural schools are held down and held back by illiteracy, by short terms, by excess of educational load per capita, by utterly inadequate buildings and equipment, by lack of teaching force both as to numbers and as to preparation for the work to be done, the city schools are held down and held back by an ever increasing shortage of building facilities, by lack of equipment, by excessive enrollments of pupils, by large classes, by half-day sessions, by lack of teaching force, and by lack of facilities for enlarging and improving the work of the schools so as to meet present-day conditions.

The rural schools and the city schools of Alabama do not make the educational system of the state. We cannot get a correct or a complete view of Alabama's educational status unless and until we have considered our institutions of higher learning. These institutions of higher learning, the Normal Schools, Alabama College, the Alabama Polytechnic Institute, the University of Alabama, all, severally and collectively, are convincing evidence that Alabama cannot or will not provide or at least that Alabama has not provided a well-rounded educational system, for which we need not apologize at home or abroad. It is sheer waste of words to try to draw a picture of the paucity of resources at any of these institutions. We have gone out proudly proclaiming the abundance and the attractiveness of the natural resources of our state. We have made boast of the liberal and fair treatment accorded the investor who risks his money in Alabama. We have quoted at every possible opportunity one-half of Roger Babson's famous interview and we have forgotten the other half. We are consistently silent as to our provisions for higher education. We do not mark the blank spots at our institutions of higher learning from which there should rise new library buildings, new laboratories, shops, gymnasiums, and classrooms. We do not tell a poor tale of underpaid professors, of student instructors filling chairs that should be occupied by professors trained and equipped for their work. We do not tell of classes crowded to the point of exhaustion, of the need for operating funds, of the need for enlargement and enrichments of the college curriculum. About the only thing we can boast of is that we are making educational bricks without educational straw. We do not tell that when we have built a laboratory here or a dormitory there, we have done it, not with money appropriated from the treasury of the state, but with the gifts of benevolent men or women, or with money collected in driblets from unwilling hands. It may not matter, comparatively speaking, that our per capita investments in buildings and equipment for our institutions of higher learning are low and that these institutions spend comparatively little for operation and upkeep. But it seems to me that it should matter that we are spending annually thousands, if not millions, of dollars for the education of native-born sons and daughters who attend institutions of higher learning without the state.

ALABAMA'S EDUCATIONAL NEEDS.

People professionally engaged in education, the teachers, the principals, the superintendents, the presidents of the institutions of higher learning, the State Department of Education, are the people who should be trusted to propose an educational program for Alabama. If the people who are professionally engaged in education cannot be trusted for intelligence, honesty, and ability requisite for wise and conservative guidance in making educational plans and policies for the state, they should be dis-

charged and the right sort of people should be put in their places. This should apply particularly to the people professionally engaged in education who occupy executive or supervisory positions. Every educational executive in the state, without exception, is subject to duly constituted authority in the way of a county board of education, or a city board of education, or the State Board of Education, or a board of trustees. It is well enough that the people of the state understand that those who are professionally engaged in education in Alabama are desiring and expecting to formulate the plans and policies that shall constitute our educational program, subject always, of course, to the review and approval of the several directorates.

To be perfectly frank and perfectly honest, those who are professionally engaged in education recognize the practical difficulties that must be overcome in working out an educational program. To begin with, there is no constituted educational authority, not even the State Department of Education nor the State Board of Education, that can with finality adopt a program for a well-rounded system of education reaching every interest from the rural school to institutions of higher learning. Everyone knows of the necessity for co-ordinating the needs of the various types of schools that we have in the state. We can say with certainty to the people of the state that there is unanimity of aim among all the educational interests of the state and that, given time and opportunity, there will be harmony of effort. Indeed, it is doubtful if there would be any practical difficulty to overcome if the various types and kinds of schools were receiving whole educational loaves. The trouble all the while has been that we have tried to divide educational half-loaves among half-starved schools.

This brings us to the further frank admission that the outstanding need of education in Alabama is money and that we say to the people of Alabama in no uncertain terms that if Alabama does not go forward it must go backward in education, and that we cannot go forward unless we have wise, constructive, generous, forward looking legislation in behalf of every kind of school.

There must be money to enable the schools to do the things that good schools should do.

There must be a unified, coherent school system that shall neglect the needs of no school from rural school to university.

There must be an awakened conscience on the part of the people of Alabama, whereby they shall be aroused as to the economic, civic, and social need for an educational system that progresses as the people progress, a new determination to support generously with our means a system of schools of which we shall not be ashamed.

TAXATION THE SOLUTION OF THE PROBLEM.

We are speaking frankly and honestly to the people of Alabama. We know perfectly well that we have made a proposal for educational standards that will cost money, very much more money than Alabama has so far provided for education. We know perfectly well that if Alabama is to solve its educational problem progressively, wholeheartedly, it means taxation. But on this point we want to make one thing clear with all possible emphasis. Individually, we who are engaged professionally in education, reserve to ourselves our full rights as citizens. At the polls, as occasions for doing so may arise, we expect to record our convictions both as to candidates for public office and also as to measures affecting the commonwealth. The Alabama Education Association does not propose to commit depredations upon wealth in any form. The Alabama Education Association has no purpose or desire through the channels of taxation to confiscate property of any kind. The Alabama Education Association will stand for broad principles of taxation, but it does not propose to advocate any special kind of taxation for the support of education. The Alabama Education Association does not believe that it is the privilege or the obligation of persons professionally engaged in education, in their organized capacity, nor as public officials, to devise ways and means for the financial support of education. We submit that it is the solemn duty of the executive and legislative authorities of the state, as outlined in the Constitution and the Statutes, to provide revenues according to these several needs.

A colored boy expressed his idea of education as follows: "To be educated means to be able to read the signs at the cross roads and tell which way to go." He out-philosophized the philosopher. Life cannot be more graphically defined than to call it a series of problems. What avails the ownership of a machine if one cannot operate it? Of what use is power if we cannot control it? Why beauty if our eyes cannot see it, or music to deaf ears? Truth hidden in the rocks and oceans must remain forever concealed unless someone solves the secret of its seclusion and brings it to light. Health and disease come in packages so much alike that to pick out the good and avoid the bad is a problem. To weigh probabilities and choose that course in business which will insure profits in the future is a problem that will put the keenest wits to a test.—M. P. Shawkey.

Morality Code for Elementary Schools

By William J. Hutchins
President of Berea College, Kentucky

I

THE LAW OF SELF-CONTROL

Good Americans Control Themselves

Those who best control themselves can best serve their country.

1. I will control my tongue and will not allow it to speak mean, vulgar, or profane words. I will think before I speak. I will tell the truth and nothing but the truth.
2. I will control my temper, and will not get angry when people or things displease me. Even when indignant against wrong and contradicting falsehood, I will keep my self-control.
3. I will control my thoughts, and will not allow a foolish wish to spoil a wise purpose.
4. I will control my actions. I will be careful and thrifty, and insist on doing right.
5. I will not ridicule nor defile the character of another; I will keep my self-respect, and help others to keep theirs.

II

THE LAW OF GOOD HEALTH

Good Americans Try to Gain and Keep Good Health

The welfare of our country depends upon those who are physically fit for their daily work. Therefore:

1. I will try to take such food, sleep and exercise as will keep me always in good health.
2. I will keep my clothes, my body and my mind clean.
3. I will avoid those habits which would harm me, and will make and never break those habits which will help me.
4. I will protect the health of others, and guard their safety as well as my own.
5. I will grow strong and skilful.

III

THE LAW OF KINDNESS

Good Americans Are Kind

In America those who are different must live in the same communities. We are of many different sorts, but we are one great people. Every unkindness hurts the common life, every kindness helps. Therefore:

1. I will be kind in all my thoughts. I will bear no spites or grudges. I will never despise anybody.
2. I will be kind in all my speech. I will never gossip, nor will I speak unkindly of anyone. Words may wound or heal.
3. I will be kind in my acts. I will not selfishly insist on having my own way. I will be polite; rude people are not good Americans. I will not make unnecessary trouble for those who work for me, nor forget to be grateful. I will be careful of other people's things. I will do my best to prevent cruelty, and will give help to those who are in need.

IV

THE LAW OF SPORTSMANSHIP

Good Americans Play Fair

Strong play increases and trains one's strength and courage. Sportsmanship helps one to be a gentleman, a lady. Therefore:

1. I will not cheat; I will keep the rules, but I will play the game hard, for the fun of the game, to win by strength and skill. If I should not play fair, the loser would lose the fun of the game, the winner would lose his self-respect, and the game itself would become a mean and often cruel business.
2. I will treat my opponents with courtesy and trust them if they deserve it. I will be friendly.
3. If I play in a group game, I will play, not for my own glory, but for the success of my team.
4. I will be a good loser, or a generous winner.
5. And in my work as well as in my play, I will be sportsmanlike—generous, fair, honorable.

V

THE LAW OF SELF-RELIANCE

Good Americans Are Self-Reliant

Self-conceit is silly, but self-reliance is necessary to boys and girls who would be strong and useful.

1. I will gladly listen to the advice of older and wiser people; I will reverence the wishes of those who love and care for me, and who know life and me better than I. I will develop independence and wisdom to choose for myself, act for myself, according to what seems right and fair and wise.
2. I will not be afraid of being laughed at when I am right. I will not be afraid of doing right when the crowd does wrong.
3. When in danger, trouble or pain, I will be brave. A coward does not make a good American.

VI

THE LAW OF DUTY

Good Americans Do Their Duty

The shirker and the willing idler live upon others, and burden fellow-citizens with work unfairly. They do not do their share for their country's good.

I will try to find out what my duty is, what I ought to do as a good American, and my duty I will do, whether it is easy or hard. What it is my duty to do, I can do.

VII

THE LAW OF RELIABILITY

Good Americans Are Reliable

Our country grows great and good as her citizens are able more fully to trust each other. Therefore:

1. I will be honest in every act, and very careful with money. I will not cheat, nor pretend, nor sneak.

2. I will not do wrong in the hope of not being found out. I cannot hide the truth from myself. Nor will I injure the property of others.

3. I will not take without permission what does not belong to me. A thief is a menace to me and to others.

4. I will do promptly what I have promised to do. If I have made a foolish promise, I will at once confess my mistake, and I will try to make good any harm which my mistake may have caused. I will so speak and act that people will find it easier to trust each other.

VIII

THE LAW OF GOOD WORKMANSHIP

Good Americans Try to Do the Right Thing in the Right Way

The welfare of our country depends upon those who have learned to do in the right way the work that makes civilization possible. Therefore:

1. I will get the best possible education and learn all that I can as a preparation for the time when I am grown up and at my life work. I will invent and make things better if I can.

2. I will take real interest in work, and will not be satisfied to do slipshod, lazy and merely passable work. I will form the habit of good work and keep alert; mistakes and blunders cause hardships, sometimes disaster, and spoil success.

3. I will make the right thing in the right way to give it value and beauty, even when no one else sees or praises me. But when I have done my best, I will not envy those who have done better, or have received larger reward. Envy spoils the work and the worker.

IX

THE LAW OF TRUTH

Good Americans Are True

1. I will be slow to believe suspicions lest I do injustice; I will avoid hasty opinions lest I be mistaken as to facts.

2. I will hunt for proof, and be accurate as to what I see and hear. I will learn to think, that I may discover new truth.

3. I will stand by the truth regardless of my likes and dislikes, and scorn the temptation to lie for myself or friends; nor will I keep the truth from those who have a right to it.

X

THE LAW OF TEAM-WORK

Good Americans Work in Friendly Co-operation with Fellow Workers

One alone could not build a city or a great railroad. One alone would find it hard to build a bridge. That I may have bread, people have sowed and reaped, people have made plows and threshers, have built mills and mined coal, made stoves and kept stores. As we learn better how to work together, the welfare of our country is advanced.

1. In whatever work I do with others, I will do my part and encourage others to do their part, promptly, quickly.

2. I will help to keep in order the things which we use in our work. When things are out of place, they are often in the way, and sometimes they are hard to find.

3. In all my work with others, I will be cheerful. Cheerlessness depresses all the workers and injures all the work.

4. When I have received money for my work, I will be neither a miser nor a spendthrift. I will save or spend as one of the friendly workers of America.

XI

THE LAW OF LOYALTY

Good Americans Are Loyal

If our America is to become ever greater and better, her citizens must be loyal, devotedly faithful, in every relation of life; full of courage and regardful of their honor.

1. I will be loyal to my family. In loyalty I will gladly obey my parents or those who are in their place and show them gratitude. I will do my best to help each member of my family to strength and usefulness.

2. I will be loyal to my school. In loyalty I will obey and help other pupils to obey those rules which further the good of all.

3. I will be loyal to my town, my state, my country. In loyalty I will respect and help others to respect their laws and their courts of justice.

4. I will be loyal to humanity. In loyalty I will do my best to help the friendly relations of our country with every other country, and to give to everyone in every land the best possible chance.

If I try simply to be loyal to my family, I may be disloyal to my school. If I try simply to be loyal to my school, I may be disloyal to my town, my state and my country. If I try simply to be loyal to my town, state, and country, I may be disloyal to humanity. I will try above all things else to be loyal to humanity; then I shall surely be loyal to my country, my state and my town, to my school and to my family.

And those who obey the law of loyalty obey all of the other ten laws of The Good American.

Academy boys of today may be a bit restless, but they are well-behaved, good, clean chaps.
—Charles S. Ingham, Headmaster, Dummer Academy.

Financing Student Activities in High School

By E. E. MORLEY
High School Principal, Cleveland Heights, Ohio.

Cleveland Heights High School is located in a residential suburb of Cleveland, and enrolls slightly more than one thousand pupils of tenth, eleventh, and twelfth grades. Extra-curricular activities recognized in the school include Musical Clubs, Athletics, Debating and Dramatic Clubs, Literary, Biology, Chemistry, French, Latin, Spanish and History Clubs, Student Council, National Honor Society, class organizations, school assemblies, Radio Club, Chess Club, Journalism Club, and home-room organizations.

Expenses incidental to operating these organizations have been met, heretofore, in a variety of ways. A general fund was provided by weekly five-cent assessments collected from all pupils. Many groups have maintained their costs by initiation fees and monthly dues; others gave shows at noon and sometimes at night, charging admission fees; still others held candy, popcorn, tag and miscellaneous sales at lunch hour. Thus, during almost any week of school, one or more money-raising schemes might be in progress.

Objections to such means of supporting school activities have arisen from time to time until it seemed wise to try some other plan. School patrons objected because of frequent demands for money by their children. Some felt that "free" public education was costing too much over and above regular taxes. Teachers complained that many pupils had their attention distracted too much from their studies. To any observer it was evident that money-raising was becoming too prominent a part of the school program.

Nevertheless, there are very legitimate and necessary expenses that have to be met—expenses which seem not to be within the province of the board of education to pay. They include financing the school paper, buying athletic equipment, paying for assembly lecturers, buying special scenery for plays, furnishing emblems and awards to high grade pupils, renting costumes, meeting the expense of sending student committees to study the organization of other schools, publishing the student's hand book, furnishing newspaper cuts, etc.

In order to meet these expenses without involving so many objectionable features, the faculty decided to hold one great money-raising event and get it over at once. Accordingly a big carnival was planned, which was held on Friday and Saturday, December 11 and 12.

Committees of the faculty and students were appointed to take care of general planning and control, advertising, sale of tickets, policing the building, censoring the projects, preparing vaudeville acts, planning and supervising the dance, taking care of the money and rendering a financial report.

Each home room selected a project and under the teacher's direction organized committees to carry out their plans. The period of active preparation lasted four weeks. Art, sewing and manual training classes supplemented their regular work with projects for their "Gift Shops." After school, each room buzzed with preparations for stunts, shows and exhibits.

Two weeks before the date set, the corridors and bulletin boards gleamed with posters, streamers and signs. A daily bulletin was distributed at the close of school to every pupil. A special edition of the school paper was published featuring the carnival. Clever front-page articles appeared in local papers. Shop windows were filled with cards and posters. In short the school and community were filled with the carnival spirit. Success was inevitable!

Net receipts for the two-days' totals were more than seventeen hundred dollars. With this money the deficit of the two lean athletic seasons has been made up, the school paper has been improved, lecturers of national reputation have been brought to the school, an expansion of musical activities has been made possible and every organization has been assured a prosperous year without the annoyance of financial worries.

These funds will be administered by a budget commission made up of faculty and student members. Each organization will submit its budget of expenses to the commission and no expenditure can be made without their approval.

Perhaps, however, the greatest benefit of this form of high school financing is the strong unifying effect it has on the school and community. Many students who were never known to become actively interested in school work before developed wonderfully under the stress of the prevailing enthusiasm. Friendly rivalry arose among the groups so that everywhere appeared evidences of a more desirable room morale. Moreover, parents who seldom had visited the school at all, flocked into the building and joined heartily in the fun.

There is undoubtedly no more "hangover" from such a big undertaking than is experienced with less pretentious efforts. As a matter of fact, teachers are reporting greater enthusiasm and improving class work among their pupils. No doubt there is some added vitality carried over from the carnival into the classes. At least, regular school work is proceeding smoothly and activities are carrying on more ambitious programs, unfettered with worries over petty schemes for raising money.

Denver Public Schools

The following is a list of the Denver Public School course of study publications which are now available, with the price of each:

COURSE OF STUDY MONOGRAPHS

Monograph No. 1	Kindergarten, 106 pages. Printed September, 1924	$ .60
Monograph No. 2	General Science and Biology, Junior High School, 77 pages. Printed September, 1924 (With Samples of Tests for All Units)	.60
Monograph No. 3	Social Science, Junior High School, 171 pages. Printed August, 1924 (With Samples of Tests for Units I, II, III, IV, V, VI, VII, IX, X, XI)	1.35
Monograph No. 5	Latin, Junior High School, 85 pages. Printed September, 1924	.70
Monograph No. 6	Commerce, Junior High School, 92 pages. Printed September, 1924	.70
Monograph No. 7	Art, Junior High School, 97 pages. Printed July, 1925	.90
Monograph No. 8	Commerce, Senior High School, 155 pages. Printed August, 1925	1.10
Monograph No. 9	English, Junior High School, 241 pages. Printed October, 1925	1.60
Monograph No. 10	English, Senior High School, 237 pages. Printed September, 1925	1.60
Monograph No. 11	Spanish, Junior High School, 154 pages. Printed November, 1925	1.60
Monograph No. 12	Home Economics, Junior High School, 135 pages. Printed October, 1925	1.40
Monograph No. 13	Home Economics, Senior High School, 139 pages. Printed November, 1925	1.40

RESEARCH MONOGRAPH

Research Monograph No. 1	Home Economics, 71 pages. Printed July, 1925	.60

The following is a list of the Denver Public School course of study publications which it is planned to have available before September 1, 1926, with the prospective date of each publication:

COURSE OF STUDY MONOGRAPHS

Monograph No. 4	Arithmetic, Elementary School, ‡250 pages. Printed September, 1924, revised March, 1926*.	‡1.50
Monograph No. 14	Art, Senior High School, ‡220 pages. Printed January, 1926	1.65
Monograph No. 15	French, Junior and Senior High School, ‡276 pages. Printed January, 1926	1.60
Monograph No. 16	Music, Elementary School, ‡64 pages. Printed January, 1926	‡.75

Mathematics, Junior High School, April, 1926; Visual Education, Elementary School, April, 1926; Language, Elementary School, May, 1926; Social Science, Senior High School, June, 1926; Physical Education, Elementary School, August, 1926; Physical Education, Junior High School, August, 1926; Social Science, Elementary School, September, 1926; Social Science (Revision), Junior High School, September, 1926; General Science (Revision), Junior High School, September, 1926.

RESEARCH MONOGRAPH

†**Research Monograph No. 2**	Elementary School Arithmetic, ‡120 pages. Printed April, 1926	$2.00

This announcement has been prepared because of the large demand that we have had for these courses. While the prices that are here submitted may seem high, only a sufficient margin is charged over the cost of printing to justify our extra expense in meeting the demand. Only a limited number has been printed. All receipts are applied on the printing bill, and prices will be revised up or down whenever the cost of printing calls for such adjustment.

For the reason that many remittances have been made in a form that is not bankable, it has been found necessary to require payment in advance in either cash, post office or express money order, bank draft, or treasurer's (not personal) check. A public school system cannot carry accounts nor incur financial risks as may be done by a private corporation. All such orders, checks, and the like, should be made payable to School District Number One, Denver, Colorado.

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*Monograph No. 4 is in the process of revision. The new features will be a reorganization of the course, suggestions for testing and remedial instruction, adaptation of instruction to individual differences, and elimination of difficulties in reasoning.

†This will include detailed analyses of the skills involved in fundamentals in integers, fractions and decimals, with instructions for constructions of drill exercises, and also samples of tests for fundamentals in integers, problem solving, fractions, and decimals.

‡Estimate.

The department of measurements is constructing tests for several of the courses enumerated above in addition to the sample tests which are specified for Monographs 2 and 3. As these tests are completed sample copies will be included with the courses of study to which they belong.

Personal and Professional

ORSON RYAN, Logan, Utah, superintendent, and Professor in the State Agricultural College, is one of the virile professional men of the country. He is doing some admirable work for Popular Educator for the second year, and he has Report to Parents card that has rare merit. It contains a report of each child in his standing in every subject, tells of his health habits, tells what he weighs and what he should weigh. Reports to the parents any improvement which should be attended to, especially in attendance, conduct, effort, habits of study, health habits, and self-control. The card also gives desirable traits and the standing of the class in these traits.

MISS C. LOUISE BOEHRINGER, Phoenix, editor and publisher of the Arizona Teacher and Home Journal, is one of the outstanding personalities of Arizona, first as county superintendent, then as state superintendent, as leader in the State Legislature, and for eight years as the proprietor and editor of an exceptionally valuable state magazine. We have known of no other woman who has had as large a part in forming the educational policies of a state as she has had since the day Arizona became a state.

L. L. CALDWELL, superintendent, Hammond, Indiana, city schools, issues a monthly bulletin of rare value. It is always on a high plane, never putters over mere local affairs, never detours to propaganda of any kind. His teachers are on the same high plane, and the citizens appreciate the rank he has given the city schools. His December Bulletin uses complete the Elementary School Children's Morality Code, by Dr. William J. Hutchins, which won one of the most notable prizes that has been offered.

A. P. SOULE, of Hingham, Massachusetts, with the American Book Company, Boston office, since its organization thirty-five years ago, is one of the best known and sincerely appreciated school men as well as book men in Boston. He is the senior member of the Massachusetts Schoolmasters' Club, having joined it when it was the Boston Schoolmasters' Club in 1884, when he became superintendent of Hingham. Mr. Soule has the honor of having two sons and a son-in-law, each of whom has high distinction in the business world of New York and Boston.

MISS MARGARET CLIFFORD, Battentown District, Swedesboro, New Jersey, has had her work delightfully magnified by Grace Farrington Gray in "The Farmer's Wife," November issue. Battentown District School is not a demonstration school. It has no particular wealth back of it. It is not fostered by any unusual patronage and has no special equipment. It is just a product of the public school system—a little rural school of four grades in the thickly populated farming district.

She always wanted to be a school teacher and began by educating her dolls. As soon as she was out of high school she started teaching in earnest and has been in Battentown school ever since. Miss Clifford has attended summer sessions of normal schools, but her chief education has come from reading practical and inspiring books.

Miss Gray reports in detail the work of the school as she saw it.

DR. CLYDE C. GREEN, principal, State Normal School, Clarion, Pennsylvania, who is giving that institution a genuinely modern spirit, issues an interesting prospectus, "Thirty Reasons for Attending that School," with portraits of the thirty faculty members, with a sketch of the education and experiences of each, with facts about the school, one of which is significant is the fact that there is a new dormitory named the "J. George Becht Hall," each room having a private lavatory with running hot and cold water.

W. L. STEPHENS, superintendent Long Beach, California, has had an exceptional opportunity to create a genuinely modern school system because the citizens have given a free hand in his modernizing plans and have enthusiastically provided funds for new buildings, equipment and salaries. No superintendent could ask for better support or greater freedom than he has had, and this has sometimes been in notable contrast with some other Southern California cities. His present achievement is a "Curriculum Revision Cabinet" consisting of Emil Lange, director of curriculum; L. Thomas Hopkins, University of Colorado, consultant; Ernest P. Branson, director of research; and Miss Elga M. Shearer, director of elementary instruction. An important feature of the plan of Mr. Stephens was a University Extension class in curriculum making conducted by the University of California. There were fifteen class meetings of two hours each, which won two hours of upper division credit in the State University, and the State Board of Education credits the course toward the administration and supervision credentials. The plan is working successfully.

J. J. PHILLIPS, superintendent of Lancaster, Ohio, has been honored with a life membership in the National Education Association ($100). All the teachers participated in the gift, and Principal Dean M. Hickson, in the presentation address, made the occasion one of exceptional interest.

The Riverside Literature Series

THIS series contains the authorized editions for school use of the great American authors, — Longfellow, Lowell, Holmes, Whittier, Hawthorne, Emerson, Thoreau, Aldrich, and Harte. It offers, also, a large list of copyrighted material, including the following titles which are to be had, for school use, only in this series.

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Blanchard: Chico: The Story of a Homing Pigeon.
Brown: In the Days of Giants.
Bryant: Iliad, Books I, VI and XXII and XXIV.
Bryant: The Iliad (Translation).
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Bryant: Ulysses Among the Phæacians.
Burroughs: Afoot and Afloat.
Burroughs: Birds and Bees.
Burroughs: A Bunch of Herbs and Other Papers.
Burroughs: Nature Near Home and Other Papers.
Burroughs: Sharp Eyes, and Other Papers.
Burroughs: The Wit of a Duck, and Other Papers.
Carnegie: Own Story for Boys and Girls.
Cranch: The Aeneid. Books I-III. (Trans.)
Drinkwater: Abraham Lincoln.
Drinkwater: Robert E. Lee.
Fiske: The War of Independence.
Grenfell: Adrift on an Ice-Pan.
Harris: Little Mr. Thimblefinger Stories.
Harrison: Queed.
Harte: Tennessee's Partner and Other Poems and Stories.
Holbrook: The Hiawatha Primer.
Holbrook: The Book of Nature Myths.
Holbrook: Northland Heroes.
Howells: Doorstep Acquaintance, and Other Sketches.
Howells: The Sleeping Car, and the Parlor Car.
Jewett: The Night Before Thanksgiving and Selected Stories.
Jewett: Play Day Stories.
Larcom: A New England Girlhood.
Mills: Being Good to Bears and Other True Animal Stories.
Mills: The Story of a Thousand-Year Pine.
Moore: The Life of Abraham Lincoln.
Moore: The Life of Christopher Columbus.
Muir: The Boyhood of a Naturalist.
Muir: Stickeen: The Story of a Dog.
Palmer: Life of Alice Freeman Palmer.
Palmer: The Odyssey (Translation).
Parton: Captains of Industry.
Peabody: Old Greek Folk Stories.
Peabody: The Piper.
Roosevelt: The Americanism of Theodore Roosevelt.
Scudder: The Book of Legends.
Scudder: Fables and Folk Stories.
Scudder: George Washington.
Sharp: The Year Out-of-Doors.
Sharp: Ways of the Woods.
Warner: A-Hunting of the Deer, and Other Essays.
Warner: Being a Boy.
Warner: In the Wilderness.
Wiggin: The Birds' Christmas Carol.
Wiggin: Finding a Home.
Wiggin: The Flag-Raising.
Wiggin: Polly Oliver's Problem.
Williams: The Aeneid (Translation).

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The Teacher's Decalogue

Prepared by Dr. Edward W. Stitt,
Associate Superintendent, New York City.

I. No teacher shall set up any other subject as a school god of greater importance than **Oral English.**

II. Thou shalt not bow down to geography, history, arithmetic, drawing, or nature study, as being greater in importance than **Oral English,** but shouldst make all school subjects the evidence of the better English for which we should always strive.

III. Thou shalt not use the English language in vain. No teacher shall be held guiltless who thinks the struggle for better **Oral English** is in vain.

IV. Regard as sacred the promises made in your plan book for **Oral English,** and keep the vow as a holy one. Remember that there are five school days in which we must labor and do all our work, and the Lord will bless your work and hallow it.

V. Honor the language of the father and the mother of thy pupils, but remember that their days shall be long upon the land which the Lord thy God giveth them, and during all that time we must work for better **Oral English.**

VI. Thou shalt not kill the budding interest of thy young pupils by sarcasm, or by any form of ridicule, or by discouraging their youthful efforts.

VII. Thou shalt not be led astray to love any other subject better than **Oral English.**

VIII. Thou shalt not steal the work of the previous teacher, but thank her for it, build upon it, and hope for further improvement.

IX. Whether principal, assistant to principal, or class teacher, thou shalt not bear false witness against thy neighbor by blaming poor work in English upon some other teacher or supervisor of a lower grade.

X. Thou shalt not covet the better classroom of thy neighbor, nor the better pupils of thy neighbor, nor the better textbooks of thy neighbor, nor the more progressive principal who is thy neighbor, nor the better English which thy neighbor's children hear at home, nor anything that is thy neighbor's.

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Book Table

EDUCATIONAL AND VOCATIONAL GUIDANCE. A Consideration of Guidance as it relates to all the essential Activities of Life. By William Martin Proctor, Leland Stanford Junior University. Cloth. 352 pages. Boston, New York, Chicago, San Francisco: Houghton Mifflin Company.

This latest treatment of educational and vocational guidance is the most elaborate and the most scientifically classified. It leaves no feature of the subject untouched and there is no squeezing of space under any of the treatments.

It is historical, but highly modern in its point of view. It emphasizes the part the public school should play in the preparation of young people for success and plans for guidance by teachers, especially in junior and senior high schools.

The book is prepared especially for class use with "Questions and Problems for Future Study," and very extended "Selected References."

BEMOL AND KUSUM. Children of Bengal. By Herbert E. Wyman. Children of the World Series. Cloth. 272 pages. Illustrated. Yonkers-on-Hudson, New York, 2126 Prairie avenue, Chicago: World Book Company.

This story of the visit of young Bemol and his sister, Kusum, at their grandfather's home in a village of Bengal gives an interesting modern picture of India in the region of Calcutta.

The experiences of these children will interest any child. There is novelty and excitement in their encounters with wild animals, robbers, and beggars. It is a first-hand account of the life and customs of the Bengali people about whom little has been written.

Such information is obtainable only through long and intimate association with the people. In describing festivals, religious pilgrimages, and social customs, the author shows a deep insight into the character of these East Indians of ancient Aryan stock. He knows the people themselves, as well as the methods of the market place, and the rice harvest. Through picturesque contrast he shows the progressive outlook of the new generation and their breaking away from the old regime in customs and in thought.

SOCIAL PATHOLOGY. By Stuart A. Queen, professor of Sociology, and Delbert M. Mann, assistant professor of Sociology, University of Kansas. 714 pages. New York: Thomas Y. Crowell Company.

This is an elaborate study of live social troubles in the home, community and civic life. It is at once recent and comprehensive—a careful survey of concrete human problems in the light of modern sociology.

It deals with family disorganization: widowhood, divorce, desertion, non-support, the homeless man of "down and out" type, old age, neglected children, the girl "unadjusted" to society, such as the prostitute, and unmarried mother. It considers economic disorganization. It treats particularly of wages and standards of living, irregular work, child labor, fatigue and industrial accidents. It takes up health problems in relation to personal demoralization and group disorganization. It discusses housing, sickness (especially heart disease and tuberculosis), the crippled and disabled, blindness, mental and nervous troubles, drug addicts, and inebriates. There is a program of social reorganization and the remaking of personality.

CONSIDER THE CHILD (For Students in Training). By Mary Eaton. Cloth. 256 pages. 55 Fifth avenue, New York, and Boston: Longmans, Green and Company.

This view of child life in school has a thoroughness of treatment characteristic of Scotch and English writers. No American author grasps the vital features quite so firmly.

"It is by thinking and doing, far more than by reading and talking, that you will learn the art of teaching. . . . If you use this book, you will be forced to think, for in it you will note the answers to the many questions set."

It is thoroughly wholesome and highly stimulating. We wish it might be generally and carefully studied by American teachers, for it has an exceptional earnestness and practical view of real situations.

STORIES AND VERSE OF WEST VIRGINIA. Compiled and Edited with Biographical Sketches. By Ella May Turner, Shepherd College, Shepherdstown, West Virginia. With a Foreword by Waitman Barbe, Litt.D.

WEST VIRGINIA VERSE OF TODAY. An Anthology of Magazine and Newspaper Verse, July, 1922—June, 1924. Compiled and Edited by Ella May Turner.

Both books published by Mennonite Publishing House, Scottdale, Pa.

Miss Turner has not only rendered inestimable service to West Virginia schools and teachers, lovers of the West Virginia hills, but she has rescued many writers from the forgetfulness which would have been inevitable but for "Stories and Verse of West Virginia."

There are glimpses of civil and religious struggles that one will find nowhere else. The chapter on Anne Royal is worth several times the price of the book. Just now when the "Scoops Trial" is in the air it is tremendously interesting to find that just a hundred years ago Mrs. Royal had written and published this description of Virginia: "With the exception of one perhaps in a thousand, the Eastern Virginian swells himself up and looks big, vehement, lofty, and pompous, all of which no one cares for." The "sound Presbyterians" of Virginia were greatly excited over her "modernism." For thirty years Mrs. Royal "watched Congress as a cat watches a mouse" to protect the Constitution from being used by the Evangelicals.

It was one hundred years ago that she was tried and convicted of being "a common scold," was fined ten dollars and required *to keep the peace for one year*. There are many such glances into the past in these pages which Ella May Turner has unearthed. There is much that is valuable in the sketches of such West Virginians as Rebecca Harding Davis, Frank R. Stockton, Herbert Quick, Fanny Kemble Johnson, Henry Snyder Harrison, Charles Frederick Tucker Brooke, Melville Davison Post, and Margaret Prescott Montague.

The one inexcusable omission is Dr. John W. Withers, dean of the School of Education of the University of New York, the most famous living West Virginian.

"West Virginia Verse of Today" has the latest verse by Walter Barnes, John Peale Bishop, Belle M. Blair, Frances Moore Bland, William E. Brooks, W. M. Clemans, Esther Eugenia Davis, Garnett Laidlaw Eskew, Edith Bates Faust, Mason A. Freeman, Jr., Fred W. Goshorn, R. Fred Hamill, Lewis Harvey, Forest Hatfield, Olita Withers Hooker, Karl Myers, Elizabeth Davis Richards, Lillian Mayfield Roberts, Rose Osborne Sell, Thomas Russell Shelton, H. Wyatt Washington and Blanche A. Wheatley.

PLAYS OF GREGORIO MARTINEZ SIERRA. Volume One (The Cradle Song, The Lover, Love Magic Poor John, Madame Pepita). English versions by John Garrett Underhill, with a critical appreciation of

the plays by H. Granville-Barker. Cloth. Frontispiece. xix+241 pages.

Volume Two (The Kingdom of God, The Two Shepherds, Wife to a Famous Man, The Romantic Young Lady). English versions by Helen and Harley Granville-Barker. Cloth. 297 pages.

New York and other American cities.

Though only forty-four years old, Martinez Sierra is one of the most successful of Spanish dramatists, and has had a very active literary career. He has over forty original plays to his credit, and has translated or adapted forty-seven others from French, English, German, etc., including a five-volume translation of Maeterlinck. He has also produced some thirty volumes of non-dramatic works, including a number of novels, directs an important publishing house, and is manager and director of the Teatro Eslava in Madrid. Two of the plays included in this two-volume English translation—"The Cradle Song" and "The Romantic Young Lady"—have been produced in New York and other American cities.

Martinez Sierra's outstanding qualities are delicacy of sentiment and a surprisingly accurate knowledge of feminine psychology. He himself gives credit to his wife and collaborator for much of what is really their joint success. Nowhere are these qualities better exemplified than in some of the plays of this edition, especially in "The Cradle Song."

Mr. Granville-Barker's name is well known to those who follow the progress of drama. Mr. Underhill is the translator of Benavente, the great Spanish dramatist. The publishers have given these excellent translations an exceptionally attractive dress. No lover of the drama should miss the opportunity here presented of making the acquaintance of some of the best work in contemporary European drama.

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SOURCE BOOK IN HEALTH AND PHYSICAL EDUCATION. By Thomas D. Wood, A. M., M. D., Teachers College, Columbia University, and Clifford L. Brownell. Cloth. 590 pages. New York: The Macmillan Company.

The book is all that the title suggests. No one is quite as well prepared to bring together such a multitude of authoritative and interesting sources of helps on "Health and Physical Education" as is Dr. Thomas D. Woods, and no one could select such an accomplished associate for such work. There are some two thousand quotations from persons worthy of quotations.

Some of the especially important groupings are: "Biologic and Physiologic Values," "Psychological Goals and Values," "Ethical and Character Values," and "Racial Progress and Eugenics."

Books Received

"The Elements of Chemistry." By William Foster. New York: D. Van Nostrand Company.

"Elementary Manual of Physiology." By Russell Burton-Opitz. Philadelphia: W. B. Saunders Company.

"The Children's Own Book." By Elizabeth Hall, Blanche Allen, Jean Baillie, Clara Crockett, Gertrude Terrill.—"Opportunity." By Andrew Edson and Mary E. Laing.—"Contes du 'Petit Parisien.'" By J. W. Kuhne and Malcolm K. Hooke. New York: Benjamin Sanborn and Company

"Mighty Men." "From Achilles to Julius Caesar." "From Beowulf to William the Conqueror." By Eleanor Farjeon.—"Byways to Health." By Thomas Wood and Theresa Dansdill. New York: D. Appleton and Company.

"What's O'Clock?" By Amy Lowell.—"The Magic Carpet." Poems for Travelers. Selected by Mrs. Waldo Richards.—"Readings in Science." Riverside Literature Series. By John A. Lester.—"Short Plays for Junior and Senior High Schools." Selected by James Webber and Hanson Webster. Boston: Houghton Mifflin Company.

"Effective Business English." By Alta G. Saunders.—"The Way of the Makers." By Marguerite Wilkinson. New York: The Macmillan Company.

"Crowell's Handbook for Readers and Writers." Edited by Henrietta Gerwig.—"The Little White Gate." By Florence Hoatson.—"General History of the World." By Victor Duruy. New York: Thomas Y. Crowell Company.

"Unified Kindergarten and First-Grade Teaching." By Samuel Parker and Alice Temple.—"Spanish Idioms and Phrases." By J. Moreno Lacalle.—"Three Part Music." By Thaddeus P. Giddings and Will Earhart, Ralph Baldwin, Elbridge Newton. Boston: Ginn and Company.

"Africa: A Supplementary Geography." By James Chamberlain and Arthur Chamberlain.—"Ruth Talks It Over." By Junius Vincent.—"Chalk Talks on Health and Safety." By Walter F. Cobb.—"Millinery." By Jane Loewen. New York: The Macmillan Company.

"Practical Spanish Grammar." By Arthur Seymour and Adelaide Smithers.—"Consider the Child." By Mary Eaton.—"Masterman Ready." By Captain Marryat. New York: Longmans, Green and Company.

"Teaching Number Fundamentals." By Milo B. Hillegas.—"The Psychology of Vocational Adjustment." By Harry D. Kitson. Philadelphia: J. B. Lippincott Company.

"Historic Costume." By Katherine Morris Lester.—"Instruction Manual for Sheet Metal Workers." By R. W. Selvidge and Elmer W. Christy. Peoria, Illinois: The Manual Arts Press.

"Eskimo Legends." By Roy J. Snell.—"The Brownies' Health Book." By Nathalie Forbes Moulton. Boston: Little, Brown and Company.

"History of Philosophy." By Alfred Weber and translated by Frank Thilly with "Philosophy Since 1860" by Ralph B. Perry.—"Edmund Burke Selections." Edited by Leslie N. Broughton. New York: Charles Scribner's Sons.

"American and British Literature." By Carl Van Doren and Mark Van Doren. New York: The Century Company.

"The First Year of Science." By John C. Hessler. Chicago: Benjamin H. Sanborn and Company.

"A School Dictionary of the English Language." Edited by Harry Morgan Ayres. New York: Silver, Burdett and Company.

"History of Education." By Philip R. V. Curoe. New York: Globe Book Company.

"Directed Observation and Supervised Teaching." By J. Herbert Blackhurst. Boston: Ginn and Company.

"Old Testament Readings." By Albert Mason Harris. Richmond: Johnson Publishing Company.

"Geographic Principles." By Douglas C. Ridgley. Boston: Houghton Mifflin Company.

"Brownie." By Allen Chaffee. Springfield, Mass.: Milton Bradley Company.

"The Foundations of the Public Schools of South Carolina." By John F. Thomason. Columbia, S. C.: The State Company.

TREND OF THE TIMES

American Railroads Shatter Six Records

The year 1925 saw substantial progress on American railroads. Six railroad records were shattered during the year. First, in the total number of cars loaded in a single week—1,124,436, August 29. Second, in carrying peak loadings with a surplus of cars in reserve—162,397, August 31. Third, in the number of cars loaded with merchandise and less-than-carload freight in a single week—271,624, October 24. Fourth record breaker was in the number of cars loaded with miscellaneous freight in a single week—442,431, October 3. Fifth, in the number of ton-miles of transportation produced in a single month, 44,061,988,000, October. Sixth was in the average movement of freight cars per day—32.2 car-miles, October. New capital expenditures for 1926 will approximate $750,000,000.

Roads and Workers Agree on New Bill

What is believed to be an important step toward prevention of strikes on railroads was taken recently when representatives of the railroads and railway organized labor met and agreed upon the terms of a bill to abolish the Railroad Labor Board. The proposed measure does away with the present representatives of the public in the Labor Board and provides machinery by which disputes may be settled by the railroads and the employes. In case of failure to agree the dispute is then referred to a board to be appointed by the President, and both sides agree that there shall be no change in the situation, no strike on the part of the employes, or hostile action by the railroads until thirty days after the President's board reports.

England Begins State Insurance

The most radical piece of social legislation which England has passed in decades became effective January 3. Under the new law, more than 15,000,000 persons will be insured by the state against illness, unemployment and accidents, and pensions will be paid to widows and orphans and to workers who are more than sixty-five years old. Participation in the scheme is compulsory for all persons whose income is less than 250 pounds (about $1,250) a year. Premiums toward the insurance and pension fund are paid jointly by employers and employes. It is estimated that expenditure toward the scheme will average about $35 annually for each member of the population. Employers are expected to provide about $450,000,000 in the coming year, while the taxpayers are committed to $20,000,000 to assist in the insurance scheme and $8,500,000 toward the old-age pensions.

Arbitration Advance Reported by League

The total number of international agreements deposited in the League of Nations archives in Geneva now amounts to 1,042. A total of 248 treaties, ranking in importance from the Locarno agreements to simple commercial accords, were registered during 1925 with the secretariat of the League. The treaties registered with the League are not only those concluded between League members, but between member states and non-members. There are friendship treaties between Turkey and Austria, Denmark, Sweden and Czechoslovakia, as well as between Persia and Afghanistan; between Japan and Soviet Russia for settlement of legal, political, diplomatic and business relations; between China and Soviet Russia concerning general principles of settlement for all sorts of questions and the provisional regime of the Chinese Eastern Railways.

World Court Wins First Senate Test

A test of World Court strength in the Senate came unexpectedly January 6, when a resolution offered by Senator Reed of Missouri, for an investigation of alleged propaganda in favor of the court, was defeated 54 to 16. For two hours Senator Reed bitterly assailed the court, declaring that the tribunal is not a "World Court" at all, but a "League Court." The vote was not quite an out-and-out test of the World Court strength as the resolution also involved an investigation of alleged propaganda activities by international bankers and others to influence the Government and Congress on foreign debt settlements.

Urges Acceptance of Debt Terms

Congressional opponents of the tentative war-time debt funding agreements reached last year with Italy, Belgium and other European nations should draw in their horns, and join in ratifying the compacts without unfortunate controversy, declared Secretary Mellon, chairman of the American Debt Commission. Insistence on a funding agreement in excess of the capacity of the nation to pay, Mr. Mellon said, would, in his opinion, justify it in refusing to make any settlement. He stated that the American producer needs these settlements. The entire foreign debt is not worth as much to the American people in dollars and cents as the trade of a prosperous Europe, he asserted.

Fewer Applications for Citizenship

There was an extraordinary decrease in the number of aliens applying for their first and second papers for citizenship during 1924-25, according to a summary and analysis of the 1925 annual report of the United States Bureau of Naturalization prepared by Harold Fields, executive director of the League for American Citizenship. The statistics for the year July, 1924 to June, 1925, as analyzed by Mr. Fields, show that 277,218 aliens applied for first papers or made declarations of intentions, as compared with 424,540 the year before. Of the 152,457 foreign-born persons who were made citizens in 1925 there were 133,881 men and 18,576 women, as compared with a total of 150,510 successful applicants in 1924. This slight increase is a carry-over from the large numbers of first-paper holders of the year before.

Reds to Colonize Wrangell Island

Wrangell Island, off the northeastern Siberian coast, which for a century has been claimed alternately by the United States, Canada, Great Britain and Russia, will soon be colonized by the soviet government. The far eastern revolutionary committee, in conjunction with an Okhotsk-Kamchatka joint stock company, has undertaken to send ten families of Eskimos and inhabitants of the Choukotski district to the barren island to form the nucleus of the future population. The settlers will be supplied with food sufficient for three years, rifles and ammunition for four years and the necessary dogs and fishing and hunting equipment. The government will also erect a wireless station on the island capable of communication with the United States and Russia.

To Chase Sun, Aim of Flyers

To pursue the sun across the top of the world is one of the expectations of the Detroit Aviation Society's Arctic airplane expedition, which will take off from Point Barrow, Alaska, next March. Captain George H. Wilkins, leader of the venture, stated that "if we start in the morning from Point Barrow and keep on flying we should reach the geographic pole at midnight. The sun at that time will just about touch the horizon and immediately begin to rise again. We will lose twelve hours in that instant when we cross the North Pole." If land is discovered between Point Barrow and the Pole, the airplane will return to its base to report the discovery. Accompanied by a second plane, a return will be made to explore and map the territory. But if no land is sighted, Captain Wilkins will endeavor on the initial flight to fly over the top of the world to Spitzbergen, about 2,100 miles, from Point Barrow.

Modern Luxuries Blamed for Colds

Dr. Isaac A. Abt, in his report of his investigation of common colds for the Gorgas Memorial Institute, said that the luxuries of modern living with which civilized man has surrounded himself are in large part to blame for the sickness known as the "common cold," which causes more illness annually than any other malady. It would be important to determine the causes which lead to the occurrence of this widespread affliction, he asserted, adding that it is obvious that if the causes were definitely known the prevention and treatment would be simplified. It is safe to say that the artificial protections in modern living have diminished the resistance of human beings against colds, he stated.

World-Interest Events in Italy

Queen Margherita, widow of King Humbert and mother of King Victor Emmanuel III, the first Queen of united Italy, died on January 4. She died in the arms of Queen Helena, who had donned a war-time nurse's discarded costume. She was surrounded by her entire family when the end came.

Mount Vesuvius again burst forth in a volcanic eruption, but the damage was comparatively slight.

A few days later a large section of Tuscany, particularly the region around Monte Amiata, was subjected to a strong earthquake shock lasting twelve seconds. A score of persons suffered minor injuries and several hundred houses were damaged.

Sun Eclipse Due in January

Like 1925, the coming year will be marked by a total eclipse of the sun, on January 14. Unfortunately, this time few Americans will have a chance to view the phenomenon, for it will be best visible in the region embracing Sumatra, Borneo, Eastern India and the Indian Ocean. Several American scientists and naval officers, however, will travel halfway round the world for the opportunity. The two main expeditions from this country, one sent by the Navy Department and the other by Swarthmore College, will go to Sumatra, where for three minutes the entire Indian Ocean will be steeped in an enchanting darkness. The naval expedition, under Captain F. B. Littell, sailed from San Francisco on the Chaumont on September 1 with elaborate equipment, including balloons, dirigibles and airplanes. They are prepared to make observations in every field appertaining to aircraft.

Movement Started for Long Skirts

An international campaign to reform the extreme fashions of modern women and to "curb dissipations among them such as cigarette smoking, which is leading to degeneracy," has been instituted in Washington by Mrs. John B. Henderson, for many years a leader in the social set of the national capital. Allied in the movement, which is to be extended to England and France, are said to be three powerful national organizations of women and a large group of socially elect women of Washington whose identities have not been disclosed.

Solves Calendar of Mayan Race

The mystery of the Venus calendar of the ancient Mayas of Central America has been solved and a correlation made between this strange and wonderful time count and the true astronomical positions of the planet Venus in the sixth century before Christ. The results are in complete agreement with those reached for the annual calendar of the Mayas and for dates in their day count, according to the correlation with modern chronology announced by the Peabody Museum of Harvard University two years ago. At that time it was shown by Dr. Herbert J. Spinden, curator of Mesican archaeology on the Harvard Museum staff, that the first definite date in the history of the New World was August 6, 613 B. C., when the Mayas began to give each day its consecutive number and to keep a sharp record of celestial events, and that the perfected annual calendar was inaugurated at the winter solstice of 580 B. C. Dr. Spinden is now able to prove that the Venus calendar of the Mayas was put in final working order between two risings of Venus as a morning star in conjunction with the summer solstices of 538 and 530 B. C.

Santa Claus Forced to Shave

Santa Claus was ordered by the city commission and the chief of police in Salt Lake City, following protests from representatives of the Ku Klux Klan, to shave off his long white whiskers. Hereafter, if Santa Claus wishes to appear on the streets of Salt Lake City he must go beardless. The protest against Santa's whiskers characterized them as a mask. The wearing of masks upon public thoroughfares is prohibited by city ordinance.

Trade Balance Drops in Italy

Italy's adverse trade balance for the first ten months of 1925 amounted to $282,456,600, according to official statistics from Rome, as compared with $167,033,800 for the same period in 1924. In other words, the commercial balance was worse this year than last by $115,422,800. This unfavorable showing is attributed to two chief causes: first, increased importation of cereals, amounting to 5,614,000,000 lire, as compared with 3,588,000,000 last year, owing to the poor domestic crops; second, increased importations of metals and their derivatives, amounting to 3,270,000,000 lire, as compared with 1,807,000,000 last year. This latter was due to increased manufacturing activities, necessitating the importation of raw materials.

Five Farmers in New York City

Five real farmers continue to till the soil in New York City, or as the Federal Census Bureau puts it, in the "County of New York," which is co-extensive with Manhattan Island or the Borough of Manhattan. Figures announced placed the farm area of Manhattan at 72 acres, as of January 1, 1925, against 138 five years earlier, with the number of farms unchanged. Two mules, eight horses and seventeen dairy cows comprise the live stock of these farms, and of the 72 acres, 41 were harvested, 25 being devoted to the principal crop, white potatoes. The value placed on land and buildings dropped from $233,872 five years ago to $200,000 last year. The value of the land alone was estimated at $2,479 an acre.

The London Morning Post is now being printed on paper made entirely of straw.

EDUCATION IN ACTION

Experts Will Draft Model Criminal Code

Appointment of a group of experts by the American Law Institute to draft a model code of criminal procedure, which will be suggested as the basis for such reforms as the several states may decide to make in the future, was announced by William Draper Lewis, director of the Institute. Dean William E. Mikell and Professor Edwin R. Keedy of the University of Pennsylvania Law School have been selected to direct the work, the completion of which will take about three years. Co-operation with the National Crime Commission's Committee for the Improvement of Legal Procedure, Prosecution and Judicial Administration is assured by the fact that both Dean Mikell and Professor Keedy are members of that committee.

Prisoners Taught by Students

Students of the Massachusetts Institute of Technology form the teaching staff of a remarkable school which is being conducted at the House of Correction in East Cambridge, Mass., for the benefit of illiterate prisoners. Every afternoon in the week, except Saturday, students go to the jail and spend an hour with foreign-born prisoners, teaching them the rudiments of the English language and of the three R's. The school is under the general supervision of Sheriff John Fairbairn, but under the immediate direction of his deputy, Albert S. Baker, H. M. Gary, social service workers and heads of the teaching staff. There are six Technology students who form the faculty: D. W. Crawford, '28; A. H. Pearsall, '28; A. L. Willis, '26; H. N. Gold, '28; D. A. Rosenthal, '27, and R. D. Wisburn, '29. Other teachers are being recruited.

Evolution a Law of Living Nature

Evolution is firmly founded as a law of living nature, but the theories advanced by zoologists explain only a small fraction of the changes in organic life observed by students of fossils. So declared Professor Henry F. Osborn, president of the Trustees of the American Museum of Natural History, in a speech on "Origin of Species, 1859-1925," delivered recently in New Haven. Dr. Osborn spoke at the formal opening of the new Peabody Museum of Natural History at Yale. In this structure, on a corner of Pierson-Sage Square, fronting Whitney avenue, are now housed the specimens which until seven years ago were in the old Peabody Museum at High and Elm streets. Exhibits have been arranged to show the development of life on the earth from single cells to man.

College Coaches Should Be Alumni

College coaches and athletic instructors should be chosen from the school's own graduates and their tenure in office limited, Professor A. O. Leuschner, president of the American Association of College Professors, recently told the association's annual convention in Chicago. He is also head of the department of astronomy at the University of California. Intercollegiate athletics should not be abolished, but should have intelligent regulations. Professionalism and commercialism should be eliminated by educating the students and alumni to the real purposes of the colleges and their athletics.

Columbia Law Report Stresses Social Reality

Less devotion to logic and more to social reality is the tendency of the ablest legal scholarship in this country, Dean Huger W. Jervey of the Law School of Columbia says in his annual report to President Nicholas Murray Butler. Interpreting the development at Columbia of a new seminar system, in which philosophy, business and economics are brought to the aid of the law, Dean Jervey suggests that logic is not always a safe guide in the determination of justice. Reform is under way, according to Dean Jervey, who asserts that the law student of the future will be taught to understand that the material of law study is the behavior of men as well as the reports which chronicle the cases of the centuries.

Complete Fund for Near East College

The campaign of the fund for Near East colleges has closed with a total subscription of $2,503,538, which is $3,538 more than the amount needed to operate five American colleges in the Near East during the next five years, it was announced. The surplus will be used for hospital work in the American University at Beirut and for the library at the Constantinople Woman's College.

Cleveland Given Scientific Prize

Dr. Dayton C. Miller, professor of physics at the Case School of Applied Science, Cleveland, was awarded the annual $1,000 prize of the American Association for the Advancement of Science. The prize is given to the author of the most notable contribution to science during the year. The award was based on Dr. Miller's paper, "The Michelson-Morley Ether Drift Experiment," which he read at a general session of the eighty-second meeting of the association in Kansas City. The paper asserted that as the result of experiments made by Dr. Miller at the Mount Wilson Observatory in California certain profound alterations would be necessitated in the famous Einstein theory of relativity.

Students Serve as Laboratory Material

Thirty students of the Boston University College of Business Administration are serving as "laboratory material" at the Massachusetts Institute of Technology in a series of experiments on the efficiency and contentment of workers under varying conditions which are being conducted by the institution in co-operation with the Edison Light Company of Boston and the National Research Council. The tests, which are being directed by Professor Irving C. Whittemore, will continue until next May. Supplementary tests are being carried on at Bryn Mawr College.

Princeton Receives Million-Dollar Gift

Princeton's educational program for the future has been strengthened by a gift of $1,000,000 toward $3,000,000 needed for advanced teaching and research in the physical and biological sciences, as announced by President John Grier Hibben. The gift was made by the General Education Board on condition that Princeton raise the additional $2,000,000.

Ocean Traffic Course Offered

A course in ocean traffic management is one of the unusual features of the curriculum of the Massachusetts University Extension. It will be given by Alfred J. Kelley under the co-operation of the Boston Chamber of Commerce.

THE VOCATIONAL GUIDANCE MAGAZINE

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FREDERICK J. ALLEN, Editor

This *Magazine* has been recently established and is the only publication in the growing field of vocational guidance. The foremost workers in the field are contributors to it. The *Magazine* is becoming an indispensable aid in the solution of the problems of the school administrator, teacher, vocational counselor, personnel officer, and social or other worker for the good of the community.

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Pities Athletes Who Turn Professional

President Hopkins of Dartmouth, in an address at the National Collegiate A. A. convention in New York City, referred to college stars who have left school to join professional teams as those victims of professional promoters who sell their academic birthright for messes of pottage, adding that they are less to be condemned than pitied, for to them the time is soon coming when realization will be forced upon them that no easy money will ever pay them for loss of the affectionate regard of their fellows or the loss of the idealizing admiration of the public. These men, he concluded, constitute but an insignificant percentage of the men playing football, and are not representative of the thinking of college men in general or the spirit of intercollegiate athletics.

Eastern Professors Are Honored

The American Association of University Professors has honored Harvard and the Massachusetts Institute of Technology through the election of William B. Munro, professor of municipal government at Harvard, as vice-president, and of Henry W. Tyler, professor of mathematics at Technology, as secretary. W. T. Semple, professor of Latin at Cincinnati University, was chosen president for the ensuing year.

The Mississippi Educational Survey

Last summer Governor Henry L. Whitfield of Mississippi requested Professor M. V. O'Shea, University of Wisconsin, Madison, to organize and conduct a survey of all departments and activities of the public educational system. Professor O'Shea secured a staff of specialists and the survey got under way soon after the opening of the schools in the fall. It will be completed in time to present a report to the Governor and the Legislature before February.

The individuals who have charge of various divisions of the work are as follows:—

Professor M. V. O'Shea, University of Wisconsin, director College and University Education; Training of Teachers; Negro Education.

Professor Franklin Bobbitt, University of Chicago, Elementary Education in Towns and Cities.

President Harold W. Foght, Northern Normal and Industrial School, Aberdeen, South Dakota, formerly of the United States Bureau of Education, Rural Education; Training of Teachers for Rural Schools.

Professor David Snedden, Teachers College, Columbia University, Secondary Education; Civic Education.

Miss Emeline Whitcomb, United States Bureau of Education, Washington, Education for Homemaking.

Mississippi educators who have cooperated with the survey staff are as follows:—

Dean Nellie S. Keirn, Mississippi State College for Women, Columbus, Supervision of Education.

Professor Very G. Martin, Mississippi A. and M. College, Agricultural Education.

Dean Oliver Abbott Shaw, University of Mississippi, Organization and Administration of the Mississippi Educational System.

Mrs. Lewis H. Yarbrough, president Congress of Parents and Teachers, Parent-Teacher Associations.

State Superintendent W. F. Bond, Department of Education, Educational Finances.

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Discount That Counted

In American bookselling circles it is customary to allow a discount to publishers, authors and personal friends. When Mark Twain once visited a bookshop he chose a book and said to the assistant:—

"Now, as a publisher I am entitled to a discount of fifty per cent. As an author I am also entitled to fifty per cent., and as a friend of the proprietor I should get twenty-five per cent. Now, what's the price of the book and what do I have to pay for it?"

The assistant did some rapid figuring and handing over the book, said:—

"I guess we owe you seventy-five cents. Here you are. I hope we may have your further patronage!"—Jugend (Munich).

Stooped But Not Stupid

"Lem," said the dude, "you are gettng very bent. Why don't you walk straight-up as I do?"

"Well, sir, do you see that field of corn over there?"

"Yes."

"Then notice that the full heads hang down and the empty ones stand up."

Poor Grammar

Teacher (to boy sitting idly in school during writing period):—

"Henry, why are you not writing?"

Henry—"I ain't got no pen."

Teacher— "Where's your grammar?"

Henry—"She's dead."

Post-Graduate Course

"My son has just been graduated from college. What would you advise him to read?"

"The 'Help Wanted' column."—Boston Transcript.

Really Old

First Student—"I wonder how old Mrs. Jones is."

Second Student—"Quite old, I imagine. They say she used to teach Caesar."—Washington Dirge.

He Knew It

Teacher—"Now you have in front of you the north, on your right is the east, and on your left is the west. What have you behind you?"

Small Boy—"A patch on my pants. I told mother you'd see it!"—Amsterdam Recorder.

Latin, as She Is Not Understood

Instructor, endeavoring to aid the struggling Caesar student—"What English word does 'oblivisci' suggest?"

No response from students.

Instructor—"Doesn't it suggest 'oblivious'?"

Still no dawning of light.

Instructor, in desperation—"I'll use 'oblivious' in a sentence—'You are "oblivious" to verbal endings.'"

Student (light breaking at last)—"Oh, yes, it means 'stupid.'"

Unfair

"How do you like being at school?"

"Not at all! We have to do all the work, but the teacher gets paid for it."

The Real Trouble

"It's not the school," said the little boy to his mother; "it's the principal of the thing."—Lafayette Lyre.

Echo of the Bathing Season

First Girl—"Wouldn't your mother be awfully angry if she saw you in that scant bathing suit?"

Second Girl—"I should say she would. It's hers."

Boyology

"Dolly, what did you learn in school today?"

"I learned the name of the boy who moved next door, mamma."

Why Teachers' Eyes Need Care

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McAndrew's Fundamentalism

[Chicago Tribune, December 31, 1925]

Chicago has had school board regimes that emphasized building programs, penny lunches, politics, fights with parents, fights with teachers, and fights between the members of the board. Some of these things were good for the welfare of the children. Most of them have been very far from good.

At last it seems as though Chicago had a superintendent of schools in Mr. McAndrew who puts the education of the children first, and hangs every other thing on this one fundamental requisite. The board and the teachers, parents and politicians, have not been allowed to stand in the way of Mr. McAndrew's aims. He is refreshingly hardboiled enough, thick-skinned enough, to brush interference aside and keep on hewing to the line.

On January 23, in Fullerton hall, a picked class will be tested to see how far they have profited by Mr. McAndrew's system. We predict they will demonstrate something new and very laudable in the way of education.

Healthiest Boy and Girl

In selecting the healthiest boy and girl at the Chicago Livestock exposition, an ideal is set before the youth of good health and physical perfection. There ought to be rewards along this line as there are for excellence in spelling and arithmetic.

Miss Alice Burkhart, the girl champion, is no hot house flower. She gets up at 6 o'clock in the morning, milks the cows, helps mother get the breakfast and walks four miles to school. She would never have arrived at her state of sound health and physical fitness, if mother had served her her breakfast in bed and then carried her to school in an automobile.

Most girls would think Alice's life one of cruel and inhuman treatment. But Alice knows better. She has experienced the joys of being physically fit and the stimulation of active exercise. She has learned to work and has also found time to play. She rides horseback, swims, plays tennis and basketball. With all this she is girl champion of her county agricultural club. It takes hard work to gain that distinction. And yet her ambitions are intellectual. She is fitting herself to be a teacher.—Exchange.

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"McGuffey's Fourth"

[Chico, California, Evening Post.]

Henry Hobart Vail died recently at Woodstock, N. Y., at the age of eighty-six years. For a long time he was the editor of the American Book Company's publications. Vail led a constructive life, but the memory of his work which will be of perhaps chief interest to the old boys today is that which brings to mind the fact that he was the chief agent for the introduction of the McGuffey readers into the schools of youth.

Few Americans who are past the age of sixty have forgotten McGuffey's readers. There are plenty of us today who cannot repeat a line of any other poetry, but who are entirely ready with "poetical extracts" from McGuffey. And it is not only the poetry, if it was poetry, that we remember. The old fellow of today, if he knows nothing else, knows exactly how Regulus defied the Carthaginians and how the walls of Rome "Echoed to the Tread of Either Brutus."

It is said that Henry Ford has been trying to find a copy of McGuffey's Fourth Reader. It is a rare book today. The only reason that we can advance for the rarety of the old juvenile textbooks is that the youngsters were so glad to get through with them they chucked them into the fire.

"McGuffey's Fourth," in good condition, is said to be worth a big sum of money today. However, there is one old school book that probably is worth much more than any McGuffey. An original copy of the New England Primer is said to have a mint's value. As for first editions of Lindley Murray's grammer we know nothing, but a still potent youthful aversion makes us hope that no one ever succeeds in resurrecting a copy of that Book of Plagues.

Who Owns America?

There are 25,500,000 families in America whose gross wealth is about $350,000,000,000, and whose yearly income is placed at about $66,800,000,000.

There are ten and a half million homes in the United States. Of these 6,522,119 are owned free from incumbrance.

Between 50,000,000 and 60,000,000 persons carry life insurance representing total assets of $9,293,785,774. Over 74 per cent. of the insurance companies are mutually owned by the stockholders.

There are 5,026,781 members in our building and loan associations with investments totalling $2,534,319,701.

There are 12,538,997 saving account deposits in our banks totaling $7,181,248,000.

There are 6,448,366 farms owned in our country. These farms have a value of $77,924,100,338 and are mortgaged for a total of only $4,003,767,192.

There are 3,000,000 bank stockholders, holding interests in 32,658 banks in the United States. These banks have total resources of nearly $53,000,000,000.

Meetings to Be Held

FEBRUARY, 1926

8-13: Oklahoma Education Association, at Oklahoma City. C. M. Howell, secretary, 708 Continental Building, Oklahoma City.

12-13: Connecticut State Teachers' Association, at Hartford, New Haven, Bridgeport, and Norwich. Samuel P. Willard, Colchester.

21-25: N. E. A. Department of Superintendence, Washington, D. C.

MARCH.

18-20: North Carolina Teachers' Assembly, at Raleigh. Jule B. Warren, secretary, Box 887, Raleigh.

18-20: South Carolina Teachers' Association, at Columbia. J. P. Coates, 709 National L. & E. Building, Columbia.

APRIL

1-2-3: Alabama Education Association, at Birmingham. R. W. Cowart, secretary, Montgomery.

14-18: Georgia Educational Association at Macon. Kyle T. Alfriend, secretary, Forsyth.

17: Massachusetts Teachers' Association, at Boston. Stanley R. Oldham, secretary, 15 Ashburton Place, Boston.

21-24: Kentucky Education Association. R. E. Williams, secretary, 4518 Southern Parkway, Louisville.

30-May 1-2: Mississippi Education Association. Place to be announced later. W. N. Taylor, secretary, 425 Edwards Hotel Building, Jackson.

JUNE.

21-24: Ohio State Teachers' Association, at Cedar Point. Frank E. Reynolds, secretary-treasurer, 428 Chamber of Commerce Building, Columbus.

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